

## Use Of Power Point Media To Improve The Learning Outcomes Of Class 1 Students At SD Negeri 0702 Panyabungan

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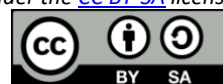
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**Abstract,** This research was conducted with the aim of increasing motivation and learning outcomes of online learning in grade 1 students of SD Negeri 0702 Panyabungan through powerpoint media. This type of research is classroom action research (CAR). The subjects were grade 1 students of SD Negeri 0702 Panyabungan, totaling 23 students. The CAR design uses the Kemmis and McTaggart models which include planning, action, observation, and reflection. Data collection techniques using observation and tests. Data analysis used quantitative and qualitative descriptive statistics. The results showed an increase in learning outcomes, this can be seen from the completeness of the pre-action KKM students and each cycle, namely in the pre-action by 65%. In cycle 1 83% and cycle 2 96%. This was accompanied by an increase in the average student learning outcomes from the actions of 65, cycle 1 was 72.22 and cycle 2 was 82.78. Likewise, the motivation of students from cycle 1 also increased in cycle 2. From the average cycle 1 of 75.5 the category was sufficient in cycle 2 of 89 good categories. Thus, it can be concluded that online learning using power point media can increase student motivation and learning outcomes.

**Keywords :** Motivation, Learning Outcomes, Online Learning

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### I. INTRODUCTION

The outbreak of the COVID-19 virus in 2020 had a tremendous impact on almost all fields, one of which was in the field of education. During the COVID-19 pandemic, the learning process, which is usually carried out face-to-face in front of the class, can no longer be carried out. So with the covid-19 virus, the learning process has changed from face-to-face to distance learning, this is because of

concerns about the spread of covid 19. Distance learning or online starts around the end of March 2020, where students start learning from their homes -each without the need to go to school.

Yusuf Bilfaqih and M. Nur Qomarudin (2015: 18) state that e-learning is a program to organize e-learning courses to reach a large and broad target group. Online learning uses the internet network with accessibility, connectivity, flexibility,

and the ability to produce various types of learning interactions. Therefore, for the continuity of education, alternative learning is needed to support good quality learning. Teachers innovate in their learning, including using technology such as Whatsapp, google meet, google form, and others. In addition, teachers use textbooks and other media to provide material to students.

In the learning activities carried out at our school, students were very enthusiastic about doing homework at the beginning, and students were also very active in asking the teacher via Whatsapp Group, but over time the students got bored of studying at home, and only a few people asked, homework was collected. being late, and some students have homework written by their parents. In the learning process, good relationships must be built to educate and develop students. Teachers as educators not only provide material, but also as figures who can motivate students to actively participate in the learning process. In accordance with the requirements of the current curriculum, the 2013 curriculum, there should be an emphasis on the active participation of students. Teachers must have adequate managerial skills in the process of learning activities. It is hoped that teachers with these abilities can create an effective learning atmosphere and

environment to achieve the best learning outcomes.

Learning activities at SD Negeri 0702 Panyabungan, initially students were very enthusiastic about doing homework, students were very active asking the teacher via Whatsapp Group, but over time students got bored of studying at home and only a few asked for homework relatively late, and there was still some homework written by students' parents. In the learning process, good relationships must be built to educate and develop students. Teachers as educators not only provide material, but also as figures who can motivate students to actively participate in the learning process. In accordance with the requirements of the current curriculum, the 2013 curriculum, there should be an emphasis on the active participation of students. Teachers must have adequate managerial skills in the process of learning activities. It is hoped that teachers with these abilities can create an effective learning atmosphere and environment to achieve the best learning outcomes.

Based on observations made at SD Negeri 0702 Panyabungan, it was found that the material provided by the teacher was less varied or monotonous, so students were bored studying at home, only some students were late in submitting assignments, and some students'

assignments. written by his parents. Furthermore, learning outcomes at PTS (mid-semester assessment) for the 2020/2021 school year only 6 out of 20 students completed the KKM with a score of 70.

Seeing this reality, the researcher argues that there is a need for efforts to improve online learning at SD Negeri 0702 Panyabungan, especially first grade. One alternative to overcome this problem is to use powerpoint media. Microsoft PowerPoint is a software for designing presentation materials in the form of slides. According to Susilana, 2007 PowerPoint is a presentation application on a computer. With this software, it is easy to create professional presentations that can be used as study material. According to Hujair AH. Sanaky (2009: 135-136) argues that the power point application has advantages, including: practical and available for all class sizes. b. Offers the possibility of face-to-face to observe the reaction of the recipient of the message. c. Allows the recipient of the message to take notes. d. Various presentation techniques with various color combinations or animations. e. Can be used repeatedly. f. Can be stopped in any learning sequence due to the full control of the communicator.

PowerPoint media has an attractive appearance because it has many themes,

images, audio, video and animation can be inserted to make the presentation more interesting, thus making students more motivated to understand and hopefully achieve better learning outcomes. In addition, the use of PowerPoint media is also good for learning. According to Etin Solihatin (2012:186-188) 1. The delivery of themes can be unified. 2. The learning process becomes clearer and more interesting. 3. The learning process becomes more interactive. 4. Time and energy efficiency. 5. Improve the quality of student learning outcomes. 6. Media can foster a positive attitude of students towards the material provided by the teacher and the learning process.

The application of powerpoint media is expected to be an alternative for teachers to increase student motivation in online learning so that learning outcomes are also optimal.

## **II. RESEARCH METHODS**

This research uses classroom action research. Classroom action research is research conducted by teachers to improve or improve the quality of the learning process. Teachers as researchers and implementers of action. Colleagues help in making observations. The classroom action research model used in this study is that used by Kemmis and Mc Taggart. The steps

for implementing classroom action research can be carried out in a circular manner, covering 4 stages, namely a. Bay Operations Planning, c. Pay attention, think about it.

**Classroom Action Research Planning Steps** The preparation for this class action research is writing lesson plans, making PPT media and writing observation sheets. **Implementation** The actions taken are the corrective action work scenarios to be implemented and the actions to be implemented c. **Observation** Observation is to see how all the plans that have been made are implemented. Observation activities were carried out through observation sheets provided by colleagues. **d. Reflection** This research reflection activity was designed to test student motivation and student learning outcomes. Reflective activities are carried out in each cycle/meeting by looking at the achievement of the performance indicators in cycle I. The researcher also examines the shortcomings and problems that arise in the first cycle, then prepares an improvement plan for the next session.

The subjects of this study were the first grade students of SD Negeri 0702 Panyabungan for the academic year 2020/2021, with a total of 20 students consisting of 10 male students and 10 female students. Details of the object of this research are increasing motivation and

learning outcomes of online learning using power point media in first grade students of SD Negeri 0702 Panyabungan.

### **III. RESEARCH RESULTS AND DISCUSSION**

Classroom action research with the subject of efforts to improve students' mathematics learning outcomes by using the recitation method in learning. The research that has been carried out includes 2 cycles consisting of cycle I and cycle II. Cycle I consisted of 2 meetings and cycle II also consisted of 2 meetings. The data that has been collected from the research results are presented and conclusions are drawn. The data in this study include data on the success of the process and results. The success of the process is the success in the process of learning mathematics in the material of multiplication and division by applying the recitation method in learning. Data on the success of the process was obtained from observing the activities of students and teachers. The success of the results obtained from the test of student learning outcomes with the recitation method. The increase in the success of the process and results can be seen from the following description.

The initial condition of the mathematics learning process was very low. The average value of the test results is only

49 out of 21 students, there are 18 students who have not met the KKM score, which is 65. The value of the second grade student learning outcomes of SD Negeri 0701 Rotan Sogo increased in the first cycle. student learning increased to 65.45. Of the 18 students who had not completed the KKM in the pre-action, in the first cycle an additional 7 children had fulfilled the KKM. So that students who have reached the KKM in the first cycle are 50%. By using the recitation method in learning multiplication and division in cycle I.

Based on the explanation above in the first cycle, it shows an increase in the student learning process. The application of the recitation method in learning multiplication and division is a type of cooperative learning designed to influence the pattern of student learning outcomes. However, in the first cycle they still did not meet the success criteria because there were still some students who had not achieved the KKM score. This is indicated by the test results of student learning outcomes in the first cycle which have not reached the predetermined KKM 65 score.

For this reason, the research was continued in cycle II, with improvements to the results of the reflection of cycle I. From the reflection of cycle I, students still lacked confidence to complete the given task, so the time used was less effective.

The results of student observations in the second cycle obtained a percentage of 88% and included in the very good category (80%-100%). This percentage increased by 18% from cycle I. The application of the recitation method in learning multiplication and division can increase the value of student learning outcomes, as many as 95% of students have reached the KKM. The average score of students' test results also increased to 80.91. This is in accordance with Slavin's opinion that by learning the recitation method, it can increase the achievement of student learning outcomes.

The increase in student activity and the results of student learning scores in the second cycle has met the established indicators of research success. Based on the results of the discussion above, it can be concluded that the application of the recitation method in learning multiplication and division in class II SD Negeri 0701 Rotan Sogo can be increased.

#### **IV. CONCLUSION**

Based on the results of the research that has been carried out, the conclusions that can be drawn in this study are: 1) The application of the recitation method in mathematics learning for class II students in the multiplication and division material at SDN 0701 Rotan Sogo can improve learning outcomes. This is indicated by an

increase in the learning process and an increase in student scores. 2) The mathematics learning outcomes of grade II students in multiplication and division materials can be improved through the application of the recitation method at SDN 0701 Rotan Sogo. The increase in learning outcomes is indicated by the average value and mastery of students' mathematics learning which increases each lesson in each cycle. Before the action was carried out, the average value obtained by class II students was 40 with a percentage of student learning completeness of 20%. After that, the action was taken in the first cycle, the average value increased to 65.45 and increased again to 75.91 in the second cycle. The percentage of KKM achievement also showed an increase. In the pre-action, students who achieved the KKM by 20% increased to 50% in the first cycle and increased again to 86% in the second cycle. Based on the information above, the results are satisfactory for the researcher, because the success indicator of 75% has been achieved, so it can be concluded that by applying the recitation method to the multiplication and division material, it can increase the value of student learning outcomes.

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